FLIPPING THE CLASSROOM

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FLIPPING: THE BASIC CONCEPT

- Students interact with the content prior to a class session

- Class time is spent on application

THE THEORY BEHIND FLIPPING

CONCEPT 1

Students are paying not for our content expertise, but to learn.

Our job as instructors is to facilitate this learning.

Face to face class time should involve *engagement* with content, not simply *provision* of content

CONCEPT 2

Learning doesn't usually occur the first time we're presented with new information.

Students can, and should, interact with content *prior* to face to face time

CONCEPT 3

Flipping fosters engagement

When students *actively engage* with the content and with each other, they become *stakeholders* in their own learning and development

EDUCATIONAL RESEARCH HAS DEMONSTRATED THAT FLIPPING CAN:

1. Enhance self-efficacy

2. Cultivate intrinsic motivation

3. Foster the development of a healthy learning community by developing relationships among students

4. Help students to develop social and cultural capital

HOW DO STUDENTS FEEL ABOUT FLIPPING?

I enjoyed the class format - online absorption of the material prior to the class session, and then active synthesis and discussion. This was a more agreeable way for adults to learn, and it helped the material stick more. Slides and "feeding" material no longer works, and I applaud the professor for being on the front of the curve.

The format of the class was great for facilitating conversation and I think it helped many of us share things that we normally may not have mentioned. I know I wasn't one of the loudest voices in the class, but even though I'm usually shy and not part of class discussions, I felt that I could be there. I was much more comfortable, despite some of the tough topics we covered and I think I got more out of the class because of that and changed my perspective too.

GETTING STARTED

1. Putting lectures online

OPTIONS FOR YOUR LECTURE

Podcasts

Slides with audio overlay

Video

Video with screen capture

Others?

GENERAL TIPS FOR PUTTING LECTURES ONLINE

Create short videos introducing each session's content

Don't think of your lecture in the traditional sense—it's different

Present lessons in user paced segments rather than one continuous unit

Don't let the perfect be the enemy of the good

Keep it short and focused

GETTING STARTED

1. Put your lecture online
2. Find other content experts and link to them

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3. Offer multiple learning modalities

EXAMPLE: SESSION ON HETEROSEXISM

BEFORE CLASS CONTENT:

1. Introductory video (2 mins)

2. Slides with audio overlay (accessible on SlideShare)

3. Reminder about reading the textbook Chapter

4. Video of Lana Wachowski receiving the HRC Visability Award (30 mins)

5. Link to a podcast of an NPR story about gay athletes in professional sports (listen or read)

6. Video of a politician responding to the gay marriage debate (4 mins)

7. Two 'What Would You Do?' (ABC News) clips about heterosexism

EXAMPLE: SESSION ON HETEROSEXISM

BEFORE CLASS ASSESSMENT:

1. 10 item multiple choice quiz

2. Typed reflection (free form or structured)

EXAMPLE: SESSION ON HETEROSEXISM

DURING CLASS:

1. Facilitated discussion based on typed reflections

2. Small group activity

3. Large group activity

4. Exit ticket (written/oral)

GETTING STARTED

1. Put your lecture online
2. Find other content experts and link to them
3. Offer multiple learning modalities
4. Embed accountability

HOW TO EMBED ACCOUNTABILITY

IF IT IS WORTH DOING, ASSIGN POINTS TO IT!!!

Routine, short quizzes

Simple reflections

Rotating content facilitation exercises

Exit ticket

Exams/Papers include content from class discussions

TRY FLIPPING...IT WORKS!

This class reinforced my opinions about the beauty of education. I learned that once we open our minds to hearing both sides of a story we are able to make better decisions. This class paved way for me to do a lot of reflecting of myself.